

TIMELINE

STATUS	TASK	APPENDIX	SUBMISSION DEADLINE	SUBMISSION
	Initial Budget		August 31	BaselineEdge
	Accreditation Documentation		September 30	BaselineEdge
	<i>Official Transcripts (new non-certified lead & all auxiliary teachers only)</i>		September 1	Complete the online jotform https://form.jotform.com/63085572900153 Upload an unofficial transcript or your teaching certificate number that can be found at: https://tcert.alsde.edu/Portal/Public/Pages/SearchCerts.aspx Must also send official copy to: Office of School Readiness Attention: Teacher Transcripts P.O. Box 302755 Montgomery, AL 36130-2755
	Teacher Salary Schedules	A		
	Parent Fee Sliding Scale For Tiered and Plus Grants	B		
	Background Check Verification Form	C	Within 10 days of starting school	Mail official notarized copy to: Office of School Readiness Attention: Background Verification Form P.O. Box 302755 Montgomery, AL 36130-2755
	Health Screening Permission & Review	D	Permission by 20 th day of school, parent review due by Dec. 31	On Site
	Child Health Screening Record	E	October 31	On-Site
	Waiver Increase/Decreased in Enrollment Request Form	F	As Needed	Electronically to Regional Directors
	Modified Schedule Request Form	G	As Needed	Electronically to Regional Directors
	New Student Checklist	H	As Needed	Copy Kept On-Site & Email to RD, Coach & Monitor

	Family Involvement Sign-In	I	Parent Orientation due within 20 days of start of school	On-Site
	Suggested Topics to Cover During Parent Orientation	J		
	Yearly plan of Family Activities & Monthly Calendar of Activities for Parents		Year Plan October 1 Monthly Calendars As Needed	On-Site
	Copies of background checks for all staff members of license-exempt faith-based programs (teachers, substitutes, etc.)		October 1	Mail to: Office of School Readiness Attention: Official Background Check P.O. Box 302755 Montgomery, AL 36130-2755
	Individual Parent/Family Involvement Log	K	As Needed	On-Site
	January Budget		January 31	BaselineEdge
	Code of Alabama for the Office of School Readiness	L		
	Classroom Inventory and Purchase List	M	Ongoing	On-Site; to be checked by Program Coaches and Monitors
	Alabama's Mandatory Child Abuse and Neglect Law	N		
	Children with Special Needs	O		
	Required Equipment, Materials and Supplies	P	As Needed	
	Director, Teacher, Parent End of the Year Surveys		April 1-30	Electronically-participant will receive a link to the survey via email
	End of year budget		May 31	BaselineEdge
	Incident Report Form	Q	As Needed (but due to Regional Director within 24 hours of incident)	Electronically to Regional Directors

APPENDIX A

OSR Non-Public Lead Teacher Salary Matrix
(Public School Systems should follow their local school system salary matrix)

LEAD TEACHER:

<u>Office of School Readiness Lead Teacher Salary Step Plan</u>	
<u>Step</u>	<u>Annual Pay Amount</u>
1	\$38,342.00
2	\$38,777.00
3	\$39,212.00
4	\$39,647.00
5	\$40,082.00
6	\$40,517.00
7	\$40,952.00
8	\$41,387.00
9	\$41,822.00
10	\$42,257.00

*To be enacted FY2018 *187-Day Contract

AUXILIARY TEACHER:

CDA/Required Coursework
(This is the minimum requirement for all public and non-public auxiliary teachers)

First Class Salary	\$18,754.32
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OSR only **requires** programs to pay the CDA salary for auxiliary teachers. If the auxiliary teacher has a higher credential, programs may *choose* to pay the recommended salary for that credential.

If the Auxiliary Teacher salary exceeds the current salary of Teacher's Aides in public school sites, it is recommended that the school develop a new classification to reflect the increased education requirement and increased work expectations of an OSR Auxiliary Teacher.

APPENDIX B
2017-2018 Sliding Fee Scale
For Alabama's First Class Pre-K Program
(Based on the Annual 2017 Poverty Guidelines for the 48 Contiguous States)

Household Size	100%	200%	300%	400%
1	\$12,060	24,120	36,180	48,240
2	16,240	32,480	48,720	64,960
3	20,420	40,840	61,280	81,680
4	24,600	49,200	73,800	98,400
5	28,780	57,560	86,340	115,120
6	32,960	65,920	98,880	131,840
7	37,140	74,280	111,420	148,560
8	41,320	82,640	123,960	165,280
9	45,500	91,000	136,500	182,000
10	49,680	99,360	149,040	198,720
11	53,860	107,720	161,580	215,440
12	58,040	116,080	174,120	232,880
13	62,220	124,440	186,660	248,880
14	66,400	132,800	199,200	265,600

Percentage of Poverty	Parent Fees Not To Exceed
0-200%	\$40/ month
201-300%	\$100/ month
301-400%	\$200/ month
>400%	\$300/ month

Parent Fees are not a requirement of the First Class Pre-Kindergarten program. All parent fees must be invested into the Pre-K program. However, programs may choose to request parent fees (tuition) based on the above guidelines. No child may be refused access to First Class Pre-Kindergarten program based on inability to pay. **If a child is designated as being served by Title I, Title III, migrant or homeless, they may NOT be charged fees**



APPENDIX C
Alabama Department of Early Childhood Education (ADECE)
Background Check Verification Form

(Due to First Class Monitor within 10 days of first day of school year for all First Class Pre-K Classrooms)

The safety and security of the students at our Grantee sites is very important to ADECE. Please list all employees or volunteers that have contact with First Class Pre-K students and identify whether you have completed a background check for the individual(s).

****If new employees or volunteers will have contact with First Class Pre-K students after initial completion of this form, you must submit an updated form to your First Class Monitor.**

Classroom Name: _____ Program Name: _____

- 1) Please list all individuals described above and verify background checks.

Employee/Volunteer at Site	Position	Background Check Completed and Passed?
_____	_____	Circle Yes or No
_____	_____	Circle Yes or No
_____	_____	Circle Yes or No
_____	_____	Circle Yes or No
_____	_____	Circle Yes or No
_____	_____	Circle Yes or No
_____	_____	Circle Yes or No
_____	_____	Circle Yes or No

****If you answered no to question #1, ADECE will require the following:***

Unchecked adults will not be left alone with students who are not their child until a background check can be completed and verified to ADECE.

 Program Director's Signature

 Date

State of Alabama

County of _____

The foregoing instrument was acknowledged before me this ____ day of _____, 20__.

 Notary's Official Signature
 (Seal)

 Commission Expiration Date



APPENDIX D
Alabama First Class Pre-K Program
Health Screenings Permission & Review Form

The Alabama First Class Pre-K program is committed to making sure that pre-K children are healthy. To do this, our classrooms offer onsite health screenings at no cost. Please check the screenings you agree to allow medical personnel (such as nurses) and trained professionals to administer to your child. You may also choose to opt out of your child being screened.

I agree that my child may participate in the following screenings:

____ Vision

____ Dental

____ Hearing

____ Physical

____ All of the above

____ I do **not** want my child to participate in any health screenings offered through the Alabama First Class Pre-K program

Student Name

Parent/Guardian Signature

Date

Teacher Signature

Date

TO BE COMPLETED AFTER PARENT/GUARDIAN HAS REVIEWED SCREENING RESULTS

I have been given the opportunity to review the results of the health screenings my child received.

Parent/Guardian Signature

Date

APPENDIX E

Alabama First Class Pre-K Program
CHILD HEALTH SCREENING RECORD*To be completed by nurse or trained professional (NOT Pre-K teacher or OSR Director)*

Class Name: _____ County: _____

Student Name: _____ Date of Birth: ____/____/____
Last First Middle**VISION****HEARING****DENTAL****PHYSICAL**

Date _____

Date _____

Date _____

Date _____

Check one for each eye:

Check one for each ear:

Results:

Results:

Left: ☐ Pass ☐ FailLeft: ☐ Pass ☐ Fail

____ Should see a dentist

Height: _____

Right: ☐ Pass ☐ FailRight: ☐ Pass ☐ Fail

____ Normal exam/no concerns

Weight: _____

Comments:

Comments:

Additional Notes: _____

Body Mass Index (BMI): _____

Blood Pressure: _____

Concerns/Recommendations:

Child missed screening due to:

Child missed screening due to:

Child missed screening due to:

Child was not screened due to:

- ☐ Absent
☐ Parent permission denied
☐ Child non cooperative
☐ Enrollment after screening

- ☐ Absent
☐ Parent permission denied
☐ Child non cooperative
☐ Enrollment after screening

- ☐ Absent
☐ Parent permission denied
☐ Child non cooperative
☐ Enrollment after screening

- ☐ Absent
☐ Parent permission denied
☐ Child non cooperative
☐ Enrollment after screening

Signature of Screener

Signature of Screener

Signature of Screener

Signature of Screener

Date

Date

Date

Date

APPENDIX F
Alabama First Class Pre-K Program
Waiver Increase/Decrease in Enrollment
Request Form

(To be completed by Pre-K site Director and submitted to OSR Regional Director)

Name of Class: _____ County: _____

First Class Coach: _____ First Class Monitor: _____

Teacher: _____ Email: _____

Person Submitting Request: _____ Contact Number: _____

Date submitted: _____

Request to:

___ **INCREASE** class size from _____ to _____ (Head Start Programs only)

Classroom square footage: _____

Playground square footage: _____

Comments: _____

___ **DECREASE** class size from _____ to _____

Explain reason for request. Describe specific examples why an increase/decrease in enrollment should be considered.

Waiver request ___ approved ___ denied

Date _____

Regional Director Signature _____

APPENDIX G
Alabama First Class Pre-K Program
Request for Modified Schedule
(To be completed by OSR Site Director and submitted to OSR Regional Director)

Name of Class: _____ County: _____

First Class Coach: _____ First Class Monitor: _____

Teacher: _____ Email: _____

Site Director Submitting Request: _____ Contact Number: _____ Date Submitted _____

Do you have any other modified schedules? YES NO

Child's Name: _____

Child's Diagnosis (if applicable): _____

Does the child have a current IEP? YES NO

If yes, what services are they currently receiving? _____

Is anyone from the local school system coming into your classroom to assist this child? YES NO

If so, how often? _____

Was child tested and not eligible for services? YES NO

If the child does not have an IEP, have the parents agreed to a referral for special education testing? YES NO

Do you have your First Class Coach's support for this modified schedule? YES NO

Do you have your First Class Monitor's support for this modified schedule? YES NO

Modified schedule request ____ approved ____ denied Date _____

Regional Director verified child's schedule: _____

Comments: _____

Date modified schedule was lifted: _____

Please describe specific examples of how this child requires more time from both teachers than other children. Please be as detailed as possible. Since we are not able to visit each classroom and observe each child we rely on this information to support our decision.

Request for Modified Attendance Schedule

1. Specific reason(s) a modified schedule is being requested.
2. Interventions already implemented to help the child benefit from the program.
3. Information including all documentation of written correspondence and meeting notes documenting ongoing involvement with the parents, including the discussion regarding a special education referral.
4. Behavioral documentation and instructional observations of the child supporting the modified schedule request
5. Documentation of consultation with local school system special needs personnel (if the child has an active IEP,) results of implemented interventions, and status of special education referral if applicable
6. Any additional documentation parent voluntarily provides, such as documentation of consultation with any other outside resources (i.e. child's pediatrician, counseling services, or local school system, etc.)
7. A written schedule including the length of the child's proposed day, proposed daily schedule including times and the activities during this time period and the justification for the proposed schedule
8. A written plan describing how the child's attendance will be increased over time to the typical 6.5 hour day.

APPENDIX H
Alabama First Class Pre-K Program
New Student Checklist

Child's Name: _____

Classroom Name: _____

- _____ Family Information Form (via online link)
 - _____ Ages and Stages-3 (ASQ-3) - parent completed (via online link on Family Information Form)
 - _____ Parent Contract (via online link on Family Information Form)
 - _____ Child Health Screening Record (Appendix E)
 - _____ Add new student to Teaching Strategies GOLD (***OSR Site Director*** will need to archive the old student first)
 - _____ Notify Coach, Monitor and Regional Director of new student who has been added to the classroom via Family Information Form link
- Date new student was entered _____

****Please email a copy of this completed form (Appendix H) to your Coach, Monitor and Regional Director.***

APPENDIX I
Alabama First Class Pre-K Program
Family Involvement Sign-In

Class Name: _____

County: _____

Teacher: _____

Title of Activity: _____

Date of Activity _____ Time of Activity _____
(EXAMPLE: 4:00 – 5:30)

Number in Attendance: _____

CHILD'S NAME	Parent/Guardian/s Family Representative Signature	Relation to Child
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

Additional Information:

Appendix J

Alabama First Class Pre-K Program
Suggested Topics to Cover During Parent Orientation

1. Explanation of First Class Pre-K
2. Local program policies and procedures (recommended to be in writing)
3. How to complete the required paperwork
4. What a developmentally appropriate classroom for 4 year-olds look like
5. Parent completed Ages and Stages (ASQ-3) Developmental screener
6. Help Me Grow 2-1-1 packet information
7. What parents should expect from the program
8. What program staff will expect from the parents (First Class Pre-K parent contract)
9. Information about parent involvement opportunities
10. Anticipated outcomes of participation in the program – Teaching Strategies GOLD Assessment, lesson planning, intentional teaching
11. Upcoming events and deadlines

APPENDIX K Family Involvement Log

Class: _____		Orientation August	ASQ-3											
Year: _____	Parent's Name													
Child Name		2 Hours	1 Hour											
1.														
2.														
3.														
4.														
5.														
6.														
7.														
8.														
9.														
10.														
11.														
12.														
13.														
14.														
15.														
16.														
17.														
18.														
19.														
20.														
21.														
Monitor Initial														
Date														

APPENDIX L
Alabama Pre-Kindergarten Program
Code of Alabama for the Office of School Readiness

Alabama Office of School Readiness, Code of Alabama, Section 26-24-23,24,25

Duties of office.

The Office of School Readiness shall do all of the following:

- (1) Establish criteria and administer such programs and services as may be necessary for the operation and management of a voluntary prekindergarten program.
- (2) Administer such programs and services as may be necessary for the operation and management of preschool and certain child development programs coordinating with the Department of Education for the inclusion of preschool special education.
- (3) Ensure that the prekindergarten program provides a developmentally appropriate preschool program emphasizing growth in language and literacy, math concepts, science, arts, physical development, and personal and social competence.
- (4) Receive and disperse any funds appropriated to the office from the Legislature for the establishment, operation, and administration of the prekindergarten program. The budget of the office shall be part of the Department of Early Childhood Education.
- (5) Assist local units of administration in this state so as to assure the proliferation of services under this article.
- (6) Coordinate with the regulatory division for the licensing of child care centers and with the administration of the United States child and adult care food programs at the child care centers participating in the prekindergarten program.
- (7) Issue annual reports to the Governor and the Legislature concerning the administration and operation of the prekindergarten program.
- (8) Provide leadership for enhancement of school readiness in this state by aggressively establishing a unified approach to the state's efforts toward enhancement of school readiness. In support of this effort, the office may develop and implement specific strategies that address the state's school readiness programs.
- (9) Safeguard the effective use of federal, state, local, and private resources to achieve the highest possible level of school readiness for the state's children.
- (10) Provide technical assistance to local programs.

(11) Assess gaps in services.

(12) By January 2001, adopt a system for measuring school readiness that provides objective data regarding the expectations for school readiness, and establish a method for collecting the data and guidelines for using the data. The measurement, the data collection, and the use of the data must serve the statewide school readiness goals. The criteria for determining which data to collect should be the usefulness of the data to state policymakers and local programs' administrators in administering programs and allocating state funds, and must include the tracking of school readiness system information back to individual school readiness programs to assist in determining program effectiveness.

(Act 2000-613, p. 1230, §5.)

Entities that may participate.

The following entities may voluntarily, but shall not be required to, participate in the programs and services administered by the Office of School Readiness:

- (1) Public schools.
- (2) Private schools.
- (3) Churches.
- (4) Existing public prekindergarten programs.
- (5) Existing private prekindergarten programs.
- (6) Existing nonprofit prekindergarten programs.
- (7) Any other entities or programs approved by the office.

(Act 2000-613, p. 1230, §6.)

Collaboration on programs.

As additional funds become available, all programs within each county participating in school readiness shall collaborate on early education and child care programs that are funded with state and/or federal funding including, but not limited to:

- Adult and community education programs
- Even-Start literacy programs
- Prekindergarten early intervention programs
- Head Start programs
- Programs offered by public or private providers of child care
- Migrant prekindergarten programs
- Title 1 programs
- Subsidized child care programs,
- Teen parenting programs
- These programs together with any additional funds appropriated or obtained for this section.

These programs shall be components of the integrated school readiness program.

(Act 2000-613, p. 1230, §7.)

APPENDIX M
Alabama First Class Pre-K Program
Classroom Inventory and Purchase List

Class: _____ **County:** _____

Teacher: _____ **Email:** _____

First Class Monitor: _____

*NOTE: Individual non-consumable items over **\$300.00** must be pre-approved by the assigned First Class Monitor or Regional Director **PRIOR to purchasing!***

Equipment/Materials/Supplies	Company	Quantity	Total	Received First Class Monitor's initials & date

Approved By: _____ Date: _____
First Class Monitor or Regional Director Signature

***Please remember that all purchases made with OSR funds must be verified by your First Class Monitor by appropriate documents, receipts, etc. (monitors will check receipts/documents monthly)**

****A copy of this document should be given to your First Class Monitor at the time of approval if pre-approval for purchase is given.**

APPENDIX N
Alabama First Class Pre-K Program
Alabama's Mandatory Child Abuse and Neglect Law

CODE OF ALABAMA

TITLE 26. INFANTS AND INCOMPETENTS. CHAPTER 14. REPORTING OF CHILD ABUSE OR NEGLECT.

§ 26-14-1. Definitions.

For the purposes of this chapter, the following terms shall have the meanings respectively ascribed to them by this section:

(1) Abuse. Harm or threatened harm to a child's health or welfare. Harm or threatened harm to a child's health or welfare can occur through non-accidental physical or mental injury, sexual abuse or attempted sexual abuse or sexual exploitation or attempted sexual exploitation. "Sexual abuse" includes the employment, use, persuasion, inducement, enticement, or coercion of any child to engage in, or having a child assist any other person to engage in any sexually explicit conduct or any simulation of the conduct for the purpose of producing any visual depiction of the conduct; or the rape, molestation, prostitution, or other form of sexual exploitation of children, or incest with children as those acts are defined by Alabama law. "Sexual exploitation" includes allowing, permitting, or encouraging a child to engage in prostitution and allowing, permitting, encouraging or engaging in the obscene or pornographic photographing, filming, or depicting of a child for commercial purposes.

(2) Neglect: Negligent treatment or maltreatment of a child, including the failure to provide adequate food, medical treatment, supervision, clothing, or shelter.

(3) Child. A person under the age of 18 years.

(4) Duly constituted authority. The chief of police of a municipality or municipality and county; or the sheriff, if the observation of child abuse or neglect is made in an unincorporated territory; or the Department of Human

Resources; or any person, organization, corporation, group, or agency authorized and designated by the Department of Human Resources to receive reports of child abuse and neglect; provided that a "duly constituted authority" shall not include an agency involved in the acts or omissions of the reported child abuse or neglect.

§ 26-14-2. Purpose of chapter.

In order to protect children whose health and welfare may be adversely affected through abuse and neglect, the legislature hereby provides for the reporting of such cases to the appropriate authorities. It is the intent of the legislature that, as a result of such efforts, and through the cooperation of state, county, local agencies and divisions of government, protective services shall be made available in an effort to prevent further abuses and neglect, to safeguard and enforce the general welfare of such children, and to encourage cooperation among the states in dealing with the problems of child abuse.

§ 26-14-3. Mandatory reporting.

(a) All hospitals, clinics, sanitariums, doctors, physicians, surgeons, medical examiners, coroners, dentists, osteopaths, optometrists, chiropractors, podiatrists, nurses, school teachers and officials, peace officers, law enforcement officials, pharmacists, social workers, day care workers or employees, mental health professionals, members of the clergy as defined in Rule 505 of the Alabama Rules of Evidence, or any other person called upon to render aid or medical assistance to any child, when the child is known or suspected to

be a victim of child abuse or neglect, shall be required to report, or cause a report to be made of the same, orally, either by telephone or direct communication immediately, followed by a written report, to a duly constituted authority.

(b) When an initial report is made to a law enforcement official, the official subsequently shall inform the Department of Human Resources of the report so that the department can carry out its responsibility to provide protective services when deemed appropriate to the respective child or children.

(c) When the Department of Human Resources receives initial reports of suspected abuse or neglect involving discipline or corporal punishment committed in a public or private school or suspected abuse or neglect in a state-operated child residential facility, the Department of Human Resources shall transmit a copy of school reports to the law enforcement agency and residential facility reports to the law enforcement agency and the operating state agency which shall conduct the investigation. When the investigation is completed, a written report of the completed investigation shall contain the information required by the State Department of Human Resources which shall be submitted by the law enforcement agency or the state agency to the county department of human resources for entry into the state's central registry.

(d) Nothing in this chapter shall preclude interagency agreements between departments of human resources, law enforcement, and other state agencies on procedures for investigating reports of suspected child abuse and neglect to provide for departments of human resources to assist law enforcement and other state agencies in these investigations.

(e) Any provision of this section to the contrary notwithstanding, if any agency or authority investigates any report pursuant to this section and the report does not result in a conviction, the agency or authority shall expunge any record of the information or report and any data developed

from the record.

(f) Subsection (a) to the contrary notwithstanding, a member of the clergy shall not be required to report information gained solely in a confidential communication privileged pursuant to Rule 505 of the Alabama Rules of Evidence which communication shall continue to be privileged as provided by law.

§ 26-14-5. Contents of reports.

The reports provided for in this chapter shall state, if known, the name of the child, his whereabouts, the names and addresses of the parents, guardian or caretaker and the character and extent of his injuries. The written report shall also contain, if known, any evidence of previous injuries to said child and any other pertinent information which might establish the cause of such injury or injuries, and the identity of the person or persons responsible for the same.

§ 26-14-6. Temporary protective custody.

A police officer, a law enforcement official or a designated employee of the State or County Department of Human Resources may take a child into protective custody, or any person in charge of a hospital or similar institution or any physician treating a child may keep that child in his custody, without the consent of the parent or guardian, whether or not additional medical treatment is required, if the circumstances or conditions of the child are such that continuing in his place of residence or in the care and custody of the parent, guardian, custodian or other person responsible for the child's care presents an imminent danger to that child's life or health. However, such official shall immediately notify the court having jurisdiction over juveniles of such actions in taking the child into protective custody; provided, that such custody shall not exceed 72 hours and that a court of competent jurisdiction and the Department of Human Resources shall be notified immediately in order that child-protective proceedings may be initiated. During such period of temporary custody, the director of the county department of human resources

may give or cause to be given effective consent for medical, dental, health and hospital services for any abused or neglected child.

§ 26-14-6.1. Duties and responsibilities for investigation of reports.

The duty and responsibility for the investigation of reports of suspected child abuse or neglect shall be as follows:

- (1) Reports of suspected child abuse or neglect involving disciplinary or corporal punishment committed in a public or private school or kindergarten shall be investigated by law enforcement agencies.
- (2) Reports of suspected child abuse or neglect committed in a state-operated child residential facility shall be investigated by law enforcement agencies.
- (3) All other reports of suspected child abuse and neglect shall be investigated by the Department of Human Resources.

§ 26-14-7. Duties of Department of Human Resources.

- (a) The State or County Department of Human Resources shall make a thorough investigation promptly upon either the oral or written report. The primary purpose of such an investigation shall be the protection of the child.
- (b) The investigation, to the extent that is reasonably possible, shall include:
 - (1) The nature, extent and cause of the child abuse or neglect;
 - (2) The identity of the person responsible therefor;
 - (3) The names and conditions of other children in the home;
 - (4) An evaluation of the parents or person responsible for the care of the child;
 - (5) The home environment and the relationship of the child or children to the parents or other persons responsible for their care; and
 - (6) All other data deemed pertinent.

(c) The investigation may include a visit to the child's home, an interview with the subject child, and may include a physical, psychological or psychiatric examination of any child or children in that home. If the admission to the home, school or any other place that the child may be, or permission of the parent or other persons responsible for the child or children, for the physical, psychological or psychiatric examination, cannot be obtained, then a court of competent jurisdiction, upon cause shown, shall order the parents or persons responsible and in charge of any place where the child may be to allow the interview, examinations and investigation. If, before the examination is complete, the opinion of the investigators is that immediate removal is necessary to protect a child or children from further abuse or neglect, a court of competent jurisdiction, on petition by the investigators and with good cause being shown, shall issue an order for temporary removal and custody.

(d) The county department of human resources shall make a complete written report of the investigation, together with its recommendations. Such reports may be made available to the appropriate court, the district attorney and the appropriate law enforcement agency upon request. The county department of human resources shall make a written report or case summary, together with services offered and accepted to the state's central registry on forms supplied by the registry for that purpose.

§ 26-14-7.1. Due process rights for persons under investigation by department.

Any person who comes under investigation by the Department of Human Resources for the abuse or neglect of a child or children and who is employed by, serves as a volunteer for, holds a license or certificate for, or is connected with any facility, agency, or home which cares for and controls any children and which is licensed, approved, or certified by the state, operated as a

state facility, or any public, private, or religious facility or agency that may be exempt from licensing procedures shall be granted the following due process rights by the Department of Human Resources:

- (1) The department shall notify the alleged perpetrator that an investigation has commenced against him after such investigation has officially begun in accordance with written policies established by the Department of Human Resources. The notice shall be in writing and shall state the name of the child or children allegedly abused, the date or dates that the alleged abuse is thought to have occurred, and the substance of the person's actions which are alleged to be abusive. The department shall establish and maintain written policies outlining the specifics of such notification and other policies deemed necessary and prudent by the department to inform the alleged perpetrator of his rights and the procedures utilized by the department involving child abuse and neglect investigations.
- (2) If the department conducts an investigation relating to child abuse/neglect, the alleged perpetrator shall be notified of the investigator's conclusions.
- (3) If the department's investigators conclude that child abuse/neglect is indicated, an investigative hearing may be held to confirm or reject the investigators' conclusions.
- (4) The alleged perpetrator shall be given ten departmental working days from the receipt of the notification of the investigator's conclusions to request a hearing, and such request must be in writing. If no such request is received in the department's office within ten departmental working days, the alleged perpetrator's opportunity for a hearing shall be considered waived by the department.
- (5) The employer of an alleged perpetrator shall not be notified of the investigator's conclusions prior to a hearing or its waiver unless, in the opinion of the department's investigators, a child is in danger of abuse or neglect; in such case, any

person in a position to discover, prevent or protect the child from his abuse or neglect may be informed of information gathered in the investigation prior to a requested investigative hearing for the alleged perpetrator.

- (6) The alleged perpetrator shall be notified of the date, time, and place of any investigative hearing. Such hearing shall not be open to the public.
- (7) The alleged perpetrator shall have the following rights at any departmental investigative hearing:
 - a. The right to present his case himself or be represented by legal counsel or any other person.
 - b. The right to present written evidence, oral testimony, and witnesses.
 - c. The right to be provided by the department a short and plain written statement of the matters asserted which will be presented at the hearing.
 - d. The right to review and copy at cost any written or recorded statement made by the alleged perpetrator to departmental personnel in the course of the child abuse/neglect investigation. This request must be made prior to the date for the hearing.
 - e. The right to review and copy at cost, before or during the hearing, the written material and other evidence in possession of the department which will be placed into evidence at the hearing.
 - f. The right to inspect any exculpatory evidence which may be in the possession of departmental investigators, and the right to be informed of such evidence if known by departmental investigators before the hearing; provided, that a request for such evidence is made at least five working days prior to the date set for the hearing.
 - g. The right to review and copy at cost all non-confidential department documents pertinent to the case, including written policies and rights.
 - h. The right to cross-examine witnesses testifying at the hearing.

i. The right to request issuance of subpoenas to witnesses and compel attendance. This request must be received no later than ten calendar days prior to the hearing, unless a shorter time is agreed upon by the hearing officer.

j. The right to review and copy at cost all documents in the official hearing file maintained by the hearing officer.

k. The right to have a hearing officer appointed who shall be disinterested, fair, and impartial.

(8) The Department of Human Resources or its investigative hearing officers shall have the power and authority to issue subpoenas to compel attendance by and production of documents from any witness. Subpoenas may be served in the same manner as subpoenas issued out of any circuit court. Where any witness has been summoned by the Department of Human Resources, its commissioner or any of his agents, and said witness refuses to appear, testify, or produce records or documents as requested; then any circuit court in this state, or any judge thereof, on application, may issue an attachment for such person and compel him to comply with such order and the court or judge shall have power to punish for contempt in cases of disobedience of such order.

(9) The Department of Human Resources shall establish policies and written guidelines for the conduct and procedures involved in an investigative hearing. At such hearing, the fact that there was a finding by a juvenile court judge or by a criminal court that child abuse or neglect has occurred shall be presumptive evidence that the report should be marked indicated.

(10) The hearing officer shall notify the alleged perpetrator in writing of the hearing officer's decision.

(11) Results of investigative hearings:

a. If the hearing officer concludes that child abuse and/or neglect is "indicated," such findings and evidence shall be filed with the appropriate district attorney and other law enforcement

officials which the department may deem necessary.

b. The alleged perpetrator's employer or licensing/certifying agency or group may also be notified of the "indicated" findings. Such notification shall be marked "Confidential" and "To Be Used Only For The Purpose Of Discovery Or Preventing Child Abuse." The department shall establish written policies for notification of employers, prospective employers and licensing/certifying agencies or groups.

§ 26-14-7.2. Child denied medical treatment due to parents' religious beliefs.

(a) When an investigation of child abuse or neglect by the Department of Human Resources determines that a parent or legal guardian legitimately practicing his or her religious beliefs has not provided specific medical treatment for a child, the parent or legal guardian shall not be considered a negligent parent or guardian for that reason alone. This exception shall not preclude a court from ordering that medical services be provided to the child when the child's health requires it.

(b) The department may, in any case, pursue any legal remedies, including the initiation of legal proceedings in a court of competent jurisdiction, as may be necessary to provide medical care or treatment for a child when the care or treatment is necessary to prevent or remedy serious harm to the child, or to prevent the withholding of medically indicated treatments from disabled infants with life-threatening conditions. Upon application by the department, the court may issue pre-litigation or pretrial discovery orders for persons, medical records, and other documents or materials.

§ 26-14-8. Statewide central registry.

(a) For the purposes of this section, the following words shall have the following meanings, respectively:

(1) Indicated. When credible evidence and professional judgment substantiates that an

Alleged perpetrator is responsible for child abuse or neglect.

(2) Not indicated. When credible evidence and professional judgment does not substantiate that an alleged perpetrator is responsible for child abuse or neglect.

(b) The Department of Human Resources shall establish a statewide central registry for reports of child abuse and neglect made pursuant to this chapter. The central registry shall contain, but shall not be limited to:

(1) All information in the written report;

(2) Record of the final disposition of the report, including services offered and services accepted;

(3) The names and identifying data, dates and circumstances of any persons requesting or receiving information from the registry; provided, however, that requests for information and responses where no report exists may be destroyed after three years from the date of the request;

(4) The plan for rehabilitative treatment; and

(5) Any other information which might be helpful in furthering the purposes of this chapter.

(c) The Department of Human Resources shall establish and enforce reasonable rules and regulations governing the custody, use and preservation of the reports and records of child abuse and neglect. Child abuse and neglect reports and records shall be limited to the purposes for which they are furnished and by the provisions of law under which they may be furnished. The reports and records of child abuse and neglect and related information or testimony shall be confidential, and shall not be used or disclosed for any purposes other than:

(1) To permit their use to prevent or to discover abuse or neglect of children through the information contained therein, except reports or records in cases determined to be "not indicated"

shall not be used or disclosed for purposes of employment or other background checks; or

(2) For investigation of child abuse or neglect by the police or other law enforcement agency; or

(3) For use by a grand jury upon its determination that access to such reports and records is necessary in the conduct of its official business; or

(4) For use by a court where it finds that such information is necessary for the determination of an issue before the court; or

(5) For use by any person engaged in bona fide research who is authorized to have access to such information by the Commissioner of the Department of Human Resources; or

(6) For use by any person authorized by a court to act as a representative for an abused or neglected child who is the subject of a report; or

(7) For use by a physician who has before him a child whom he reasonably suspects may be abused or neglected; or

(8) For use by an attorney or guardian ad litem in representing or defending a child or its parents or guardians in a court proceeding related to abuse or neglect of said child; or

(9) For use by federal, state, or local governmental entities, social service agencies of another state, or any agent of such entities, having a need for the information in order to carry out their responsibilities under law to protect children from abuse and neglect; or

(10) For use by child abuse citizen review or quality assurance or multidisciplinary review panels; or

(11) For use by child fatality review panels; or

(12) For public disclosure of the findings or information about the case of child abuse or neglect which has resulted in a child fatality or near fatality; the term "near fatality" means an act that, as certified by a physician, places the child in serious or critical condition. Information identifying by name persons other than the victim shall not be disclosed.

(d) The names of persons or information in the investigative report placed on the state's central registry which may be made available to the alleged perpetrator's employer, prospective employer, or others are those cases that the Department of Human Resources or the investigative hearing officer has determined child abuse or neglect to be indicated.

(e) In the case of any child abuse or neglect investigation which is determined to be "not indicated," the alleged perpetrator may request after five years from the completion of the investigation that his or her name be expunged from the central registry so long as the Department of Human Resources has received no further reports concerning the alleged perpetrator during said five years, at which time the department shall expunge said name.

(f) Nothing in this section shall be construed as restricting the ability of a department to refuse to disclose identifying information concerning the individual initiating a report or complaint alleging suspected instances of child abuse or neglect, except that the department may not refuse such a disclosure in cases in which a court orders such disclosure after the court has reviewed, in camera, the record of the department related to the report or complaint and has determined that it has reason to believe that the person making the report knowingly made a false report.

(g) Any person receiving reports or records of child abuse or neglect or related information under this section shall maintain the confidentiality of the documents and information and not disclose it except as authorized by law.

(h) Any violation of the provision of confidentiality shall be a Class A misdemeanor.

§ 26-14-9. Immunity from liability for actions under chapter.

Any person, firm, corporation or official, including members of a multidisciplinary child protection team, quality assurance team, child

death review team, or other authorized case review team or panel, by whatever designation, participating in the making of a good faith report in an investigation or case review authorized under this chapter or other law or department practice or in the removal of a child pursuant to this chapter, or participating in a judicial proceeding resulting therefrom, shall, in so doing, be immune from any liability, civil or criminal, that might otherwise be incurred or imposed.

§ 26-14-10. Doctrine of privileged communications not grounds for exclusion of evidence as to child's injuries.

The doctrine of privileged communication, with the exception of the attorney-client privilege, shall not be a ground for excluding any evidence regarding a child's injuries or the cause thereof in any judicial proceeding resulting from a report pursuant to this chapter.

§ 26-14-11. Appointment of attorney to represent child.

In every case involving an abused or neglected child which results in a judicial proceeding, an attorney shall be appointed to represent the child in such proceedings. Such attorney will represent the rights, interests, welfare and well-being of the child, and serve as guardian ad litem for said child.

§ 26-14-12. Establishment of regulations by department of human resources.

The State Department of Human Resources may establish such regulations as may be necessary to implement this chapter and to encourage cooperation with other states in exchanging reports to effect a national registration system.

§ 26-14-13. Penalty for failure to make required report.

Any person who shall knowingly fail to make the report required by this chapter shall be guilty of a misdemeanor and shall be punished by a sentence of not more than six months' imprisonment or a fine of not more than \$500.00.

APPENDIX O
Alabama First Class Pre-K Program
Children with Special Needs

Individuals with Disabilities Education Act Terminology

A child with a disability is defined in IDEA as a child with at least one of ten specifically defined physical, emotional, learning or cognitive disabilities and who, by reason of the condition, needs “special education” and “related services.” At the discretion of the state, the definition may also include children ages three through nine or any subset of that age range, which are experiencing developmental delays. Special Education is specially designed instruction to meet the unique needs of a child with a disability. A child with a disability is entitled to FAPE, a free appropriate public education. That public education should be provided in the LRE, the least restrictive environment. The term FAPE is defined in pre-K through secondary school special education as related services that are provided at public expense, without charge to the parent, under public supervision and direction; meeting the state's educational standards; and addressing the individualized educational needs of the student. IDEA's least restrictive environment directive requires the inclusion of children with disabilities, in the general education program to the maximum extent appropriate.

An LEA, local education agency, is responsible for the identification and evaluation of children with disabilities and for the provision of FAPE to children found to be eligible for special education and related services.

Benefits of High Quality Pre-K for Children with Disabilities

Rigorous educational research consistently shows that at-risk children who attend high-quality pre-k programs demonstrate gains in early learning skills and throughout their K-12 years. Significantly, research also shows that children with disabilities who attend pre-K in inclusive environments demonstrate gains in social skills, self-regulation, language development, and cognition. Moreover, integrating children with disabilities into typical pre-K programs does not simply improve the educational experience for the children with disabilities – pre-K classrooms that utilize inclusive materials and curricula, along with appropriate supports and services, provide social and educational benefits to the general pre-K population as well.

Eligibility of Children Receiving Special Education Services in the Alabama First Class Pre-K program

A child who meets the eligibility requirements for the Alabama First Class Pre-K program and is also eligible for special education and/or related services under the Individuals with Disabilities Education Act (IDEA) will not be denied access to the Alabama First Class Pre-K program. Therefore, dual enrollment in special education and the Alabama First Class Pre-K program is permitted. Children should receive services and supports in accordance with their IEP. First Class teachers should seek to be on classroom children's IEP committees and obtain copies of the children's IEP in order to incorporate suggestions into class instruction.

If a pre-K provider suspects that a child has a disability or significant developmental delay, they are responsible for talking to the parent regarding referring that child to the appropriate local education agency (LEA) so that the child may be tested for eligibility to receive special education services. For contact information to local special education coordinators contact the Alabama State Department of Education at 334-242-9700 or www.alsde.edu.

APPENDIX P
Alabama First Class Pre-K Program
Required Equipment, Materials, and Supplies

***To be included in all classrooms the first year of operation and replaced in existing classrooms on an as needed basis**

BLOCKS:

- Unit Blocks (starter set), Cardboard Bricks/Hollow Blocks
- Small Vehicles (cars and trucks), Multi-Cultural People Figures, Career People Figures, Traffic Signs, Animal Figures, Street Rug
- Books related to area
- Writing Tools
- 2 Shelves (Minimum)
- There should be enough blocks, space, and accessories for 3 or more children to build a large structure independently.

MATH:

- Counting Bears/Animals, Dominoes, Counting Games
- Magnet Numbers, Number BINGO, Tactile Number Templates, Number Peg Puzzles, Clock (for child play)
- Chain Links, Timers, Balance Scale, Tape Measure, Thermometers, Yardstick or Rulers, Measuring, Cups/Spoons
- Pegs and Peg Boards, Sorting Trays, Nesting Cups, Playing Cards, 1 Inch Wooden Cubes, 1 Inch Tiles, Unifix or Snap Cubes
- Pattern Blocks and Cards, Attribute Blocks, Lacing Shapes, Stringing Shape Beads, Tangrams and Puzzles, Geoboards, Puzzles with Geometric Shapes, Magnetic Shapes
- Books related to area
- Writing Tools
- 1 Shelf (Minimum)

*There should be at least 3-5 materials for counting, 3-5 materials for measuring, 3-5 materials for learning shape/size, 3-5 materials for comparing quantities, 3-5 materials for written numbers. (Sometimes a “math” item may be present in another area such as a thermometer in Science, ruler in writing).

FINE MOTOR:

- Gears, Magna-tiles, Tweezer Activities, Tinker Toys, Connecting Tubes, Interlocking Manipulatives, Beads and Strings, Lacing Cards, Magnetic Blocks, Links
- Puzzles (with many different subjects and number of pieces), Floor Puzzles, Knob Less and Knobbed
- Puzzles
- Puzzle Rack
- Legos, Bristle Blocks, Building Logs, Small Wood Table Top Blocks
- Books related to area
- Writing Tools
- 1 Shelf with Bins (Minimum)

*A minimum of 3-5 small building and art materials, manipulatives and puzzles should be included.

NATURE AND SCIENCE:

- Collections of Natural Objects- Rocks and Minerals, Leaves, Seeds, Acorns, Pine Cones, Shells, Feathers, Nuts, Sticks, Spices

- Living Things- Models of Insects, Models of Animals, Live Plants, Aquarium (suggested), Bug Boxes, Root View Farm, Live plants, Aquarium (suggested)
- Science Tools- Thermometers, Flashlight, Prisms (plastic), Unbreakable Mirrors, Binoculars, Maps and Globes, Color Paddles, Various Types of Scales, Measuring Cups and Spoons, Linear Measuring Devices, Stop Watch, Hour Glass, Magnifiers
- Games and Toys-Books (realistic pictures appropriate for Pre-K), Science Matching Cards/Sequence Cards, Games (realistic and fact based), Realistic Animals, Realistic Puzzles.
- Books related to area
- Writing Tools
- 1 Shelf (Minimum)

*At least 3-5 examples of collections of natural objects, at least 1 living object, 3-5 examples of books and/or games, 3-5 examples of science tools for activities (magnifying glasses, magnets, shaking cans, sink and float materials etc.)

*Some items may be teacher made, collected, or parent donated

DRAMATIC PLAY:

- Dramatic Play Furnishings-Play Kitchen Set, Table and Chairs, Child-size Sofa, Rug (if carpet isn't available), Doll Furniture, Dress Up Clothes Storage, Mirror
- Dramatic Play Props- Dolls (multi-cultural), Play Food from Different Cultures, Cash Register
- Home Props-Dishes, Pots and Pans, Eating and Cooking Utensils, Food Containers, Plastic Food Sets, Mirror, Iron, Broom, Mop, Empty Food Containers, Small Appliances with Cords Removed, Steering Wheel, Place Mats, Measuring Cups, Spoons, Graduated Size Mixing Bowls, Reading Glasses, Vacuum Cleaner, Hair Dryer, Curling Iron, Magazines, Telephones and Cells Phones, Telephone Books
- Dress Up Clothes-Community Helper Costumes, Cultural Costumes, *Female Gender Specific* such as Shoes, Purses, Scarves, Dresses, Skirts, Jewelry *Male Gender Specific* such as Ties, Wallets, Shoes, Jacket, Briefcase
- Theme Related Props/Curriculum Related Literature Props, Photos, Artifacts (should be changed out on a regular basis)
- Tool Box
- Doctor's Kits
- Books related to area
- Writing Tools

*At least 3 or more types of dress up clothes, 2-3 gender specific examples of dress up clothes, props for at least 2 different themes available daily (menu, cash register, construction worker, etc.), 3 or more Home props (not counting dishes, pots and pans, plastic food). There should be a variety of "themes" available to be rotated and cultural diversity must be represented.

*Some items may be teacher made, collected, or parent donated

LIBRARY:

- Wide Variety of Children's Books -Rhyming, Alliteration, Predictable, Informational/Factual, Classics, Award Winners, Nursery Rhymes and Poetry, Fantasy, Nature and Science, Race/Culture, People, Abilities, Animals, Variety of Big Books (minimum of 6), Class/Child Made Books, Photo Book of Class Trips or Events
- Child-Size Rocker, Child-Size Sofa and Chair or Beanbag Chairs
- Library Area Furnishings-Pillows, Child-size Rocker, Child-size Sofa and Chair or Beanbag Chairs
- Rug
- Alphabet, Beginning Sounds and Rhyming Word Puzzles, 3-D Letters, Letter Templates, Felt/Flannel Board, Felt Board Story Pieces, Puppets, **Stuffed Animals**
- 1 Face-Out Shelf for Books
- 1 Additional Shelf (with Baskets or Bins) to Organize Books
- Some items may be teacher made, collected, or parent donated

WRITING:

- Writing Materials- Variety of Paper, Clipboards, Magna Doodle, Journaling/Notebook Pads, Writing Materials and Tools to be Placed in all Centers, Dry Erase Boards
- Suggested Materials- Catalogs, Office Forms, "Junk" Mail, Telephones, Message Pads, Guest Checks, Receipt Books, Order Forms, Envelopes
- Writing Tools- Pencils, Pens, Markers, Crayons, Chalk, Erasers, Pencil Sharpener, Dry Erase Markers/Crayons, Old Computer Keyboards, Children's Name Cards, Word/Picture Cards, Letter Stencils, Letter Stamps
- Furniture-Writing Center or Table/Chairs, 1 Shelf for Materials (Minimum)
- Books related to area
- Writing Tools
- Some items may be teacher made, collected, or parent donated

ART:

- Drawing- Crayons (Fat and Small), Markers, Colored Pencils, Sidewalk Chalk, White and Colored Drawing Chalk
- Paints- Variety of Paints (Tempera, Finger, Watercolor, Glitter), Dot Art Painters, Paint Brushes, Sponges, Sponge Brushes, Paint Cups, Art Aprons
- Paper- Variety of Sizes, Weight, Texture and Colors
- 3D- Play Dough/Clay, Clay Cutter and other Clay Equipment, Styrofoam, Cardboard Tubes, Boxes, Bottles, Craft Sticks, Wood Pieces, Styrofoam, Cardboard Tubes, Boxes, Bottles
- Collage- Sequins and Spangles, Paper Shapes, Yarn, String, Ribbon, Lace, Felt, Paper Scraps, Fabric Scraps, Wallpaper Samples, Wiggle Eyes, Chenille Pipe Cleaners, Glitter, Pom-Poms, Ribbon, Lace Fabric Scraps, Wallpaper Samples
- Tools- Stencils, Glue, Scissors, Hole Punchers, Tape (masking, clear, and colored), Stapler and Staples
- Books related to area
- Writing Tools
- Furniture- Table and Chairs, Double Easel, Drying Rack, 1 Shelf for Materials (Minimum)

* There should be at least 3-5 painting materials, 3-5 three D materials, 3-5 Collage materials, 3-5 Art tools

* Some items may be teacher made, collected, or parent donated

MUSIC AND MOVEMENT:

- Instruments- CD Player/Listening Device, Set of 10 Children's Musical Instruments (Hand-made or Purchased)
- Music CD's or Tapes or iPod/iPad/MP3-Variety of Music Tapes/CD's for Children (minimum of 10)
- Books related to area
- Writing Tools
- Dance Props- Scarves, Ribbon Rings, Streamers
- Furniture-1 Shelf for Storage (Minimum)

LISTENING CENTER:

- CD Player or some other type of Listening Device
- CD Stories or Recorded Stories
- Storage for Listening Center

TECHNOLOGY:

- Minimum of 2 Tablet Type Devices (such as iPad-must be compatible with Teaching Strategies GOLD)
- Working internet connection to support technology

REST TIME:

- Cots (one per child)
- Cot sheets (one per child)
- Cot carrier

GROSS MOTOR:

*Children should have access and the opportunity to use equipment daily that promotes a variety of skills (balancing, climbing, ball play, steering/ pedaling wheeled toys). Portable equipment would include balls, hoops, large trucks, tricycles w/helmets, parachutes, and cones. Stationary equipment would include developmentally appropriate climbing structures, sand/water table (if anchored), swings, etc. Children should have the opportunity for gross motor both indoors and outdoors.

SAND / WATER TABLE (Sensory):

- Sand Table and Sand (or bin/tub)
 - Water Table (or bin/tub)
 - Variety of Tools (buckets, measuring cups, measuring spoons, sifters, sponges, small cars, trucks, boats, variety of molds including alphabet and number, dishwashing liquid, spray bottles, tubing, funnels)
 - Activities – Soil, and sand, Water Experiments, Sink/Float, Magnetic Testing
 - Books related to area
 - Writing Tools
 - Furniture – suggested shelf for organizing and storing materials
- * Some items may be teacher made, collected, or parent donated

MISCELLANEOUS ITEMS:

- Cubbies with Hooks (one per child)
- Large Rug for Whole Group Area

*It is recommended that cubbies for storage of children's possessions be located in the classroom to be convenient for supervision, each child should have a separate cubby with hook so that coats, etc. do not touch.

SAFETY EQUIPMENT

- Electrical Plug Outlets
- First Aid Kit (items such as gloves, scissors, tweezers, thermometer, bandages, tapes, gauze, band aids, safety pins, eye dressings, cold pack kept in freezer, current first aid instruction chart, contact information)

OTHER SUGGESTED MATERIALS

Pulleys, wedges, corks, marbles, small boats, ping pong balls, nuts and bolts, watering cans, small journals for observing and recording data, clipboards, plastic trays, tactile materials, etc.

Please note:

*When purchasing shelving units, shelves should be low enough for teachers to easily see and monitor all children as they play in the indoor learning space. There should be a storage unit with individual cubbies for each child.

*When purchasing tables and chairs, the children's feet should be flat on the floor; table height should be approximately 8" above the chair seat (it is understood this will vary according to children in the classroom, and therefore might be a good idea to purchase a few chairs that are shorter than average for smaller children in the classroom).

ADDITIONAL ITEMS THAT MAY BE PURCHASED IF ADDITIONAL FUNDS ARE AVAILABLE

Additional Unit Blocks, Block Sets, Large Vehicles for Block Play

Puppet Stage and Additional Puppets

Magnetic Board and a Variety of Magnets

Additional Manipulatives

Additional Dramatic Play Dress-up Props

Additional Art Materials

Additional Paint and Play Dough/Clay Colors

Child-size Sofa and Chair

Playhouse, Farm Set, Garage Set; Play Mats such as Town/Farm

Tool Box, Tools, Workbench, Safety Glasses

Additional Dolls/Doll Accessories

APPENDIX Q
Alabama Department of Early Childhood Education
OSR Incident Report Form

Use this form to report accidents, injuries, medical situations or behavior incidents. (Incidents involving a crime or traffic incident should be reported directly to the police.) If possible, the report should be completed within 24 hours of the event. Submit completed forms to your OSR Regional Director.

INFORMATION ABOUT ADULT PERSON INVOLVED IN THE INCIDENT

Full Name:

Classroom Name:

☐ Program
Employee

Name: _____

☐ Partner Organization
Employee

Name: _____

☐ Visitor/Volunteer

Name: _____

☐ Vendor

Name: _____

INFORMATION ABOUT THE INCIDENT

Date of Incident:

Time:

Police Notified?

☐

Yes

☐

No

DHR Notified?

☐

Yes

☐

No

Location of Incident:

Description of Incident (what happened, how it happened, factors leading to the event, etc.) Be as specific as possible (attach additional sheets if necessary)

Were there any witnesses to the incident? ☐ Yes ☐ No

If yes, attach separate sheet with names, addresses and phone numbers.

Was there media coverage of the incident? ☐ Yes ☐ No

If yes, identify the media outlet and attach news clipping if available.

Was the individual injured? If so, describe the injury (laceration, sprain, etc.), the part of the body injured, and any other information known about the resulting injury(ies).

Was medical treatment provided? ☐ Yes ☐ No ☐ Refused

If yes, where was treatment provided? ☐ On site ☐ Urgent Care ☐ Emergency Room ☐ Other

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Individual Submitting Report (print name):

Signature:

Date Report Completed:

FOR OFFICE USE ONLY

Report Received By _____ Date: _____
(Regional Director Signature)

***Regional Director should forward a signed copy to the OSR Director.**

Document any follow-up action taken after receipt of the incident report.

Date	Action Taken	By Whom